Chapter 5

Understanding Differences
Chapter Highlights

Understanding Differences

A. A Multicultural Society

B. Establishing Positive Relationships With Children and Families
   1. Respecting differences

C. Standard English
   1. Dialects
      a. Regional and geographic
      b. Social and ethnic
   2. African-American English (Black English)
   3. Working with dialect-speakers
      a. The teacher’s role
Chapter Highlights (cont.)

D. English-Language Learners
   1. Characteristics and difficulties
   2. Bilingualism – a setback or an advantage
   3. Planning instructional programs
      a. Techniques and strategies
   4. Expected child behaviors and progress

E. Cultural Diversity
   1. Family traditions, practices, aspirations, beliefs, values
   2. Promoting acceptance
   3. Cultural awareness in the classroom
   4. School-family partnership
Chapter Highlights (cont.)

F. Program Types For Second Language Learners
   1. Bilingual
   2. Transitional
   3. Newcomer programs
   4. Developmental
   5. Two-way immersion
   6. Tutor-assisted
   7. Full immersion

G. Special Needs Children
   Speech-language disabilities
   a. language delay
Chapter Highlights (cont.)

b. hearing difficulties
d. stressful homes

2. Expressive and receptive difficulties
   a. articulation
   b. voice quality difference
   c. stuttering
d. selective mutism

3. Other language conditions
   a. excessive crying
   b. avid talkers and shouters
   c. questioners
Chapter Highlights (cont.)

d. learning difficulties
e. hearing loss behaviors
f. Otitis Media

4. Teacher Plans
5. Language-Advanced Children
Objectives

- In this chapter, we will investigate:
  - Standard and non-standard English
  - The teacher’s role with children who speak a dialect
  - The early childhood center’s language program for second-language learners
  - Common speech problems
The Multicultural Classroom

- Ethnic and cultural diversity observed
- Children of diverse backgrounds
- The American classroom
  - Increased enrollment of Spanish-speaking children
    - Trend expected to increase
    - Emphasis on achievement gaps
Early Intervention

- Provide children with learning opportunities early.
- Offer literacy programs for all children.
  - Expand language development
  - Pre-reading skills
  - Language development
Approaches

- Child-focused and child-sensitive approaches
  - Creates an appropriate environment to learn
    - Respect all children
      - Builds trust and comfort level of children
        - Children express themselves freely
  - Teachers play a vital role in implementation
Standard English

- Uniform formal and informal speech and writing of educated people
- The language of most people in the U.S.
- Used in elementary schools and textbooks
- Widely recognized as acceptable wherever English is spoken and understood
Non-Standard English

- Dialect
  - A variety of spoken language unique to a geographical area or social group
    - Black English is a dialect having its own rules and patterns.
    - Ebonics is used when not conjugating the verbs “to be” and by dropping some final consonants from words.
The Teacher’s Roles (1 of 2)

Remember

- The understanding and acceptance of dialectic differences is essential
- To build knowledge and strategies to assist your work with students
- Competence not tied to a particular language, dialect, or culture
- Handle misunderstanding among cultures with care
The Teacher’s Roles (2 of 2)

- Remember
  - Model standard English
  - Promote daily conversation to build language skills
  - Be patient
  - Conduct many classroom observations
  - Build each child’s language competence
Additional Teacher Tips

- Teachers should avoid
  - Making harsh corrections
  - Allowing teasing about dialects
  - Interrupting children trying to express ideas
  - Putting children in stressful situations
Second-Language Learners

- In 2001, there were over 4 million English language learners in US K-12 schools.

- By 2030, forty percent of school-aged children in the US are expected to be language minority.
Second-Language Learners

- Bilingual learners
  - A language background other than English
  - Develop proficiency in primary language
  - Develop a degree of proficiency in English
- Children may possess different degrees of proficiency in two or more languages.
Early Childhood Center’s Curricula

- Should provide
  - Many opportunities for speaking and listening
  - Scaffolding
  - Encouragement to build new knowledge
    - Garcia & McLaughlin

- Promote children’s biculturalism to help build family connection

- Encourage the use of books
Successful Methods for Teaching

- Many techniques will help:
  - Emphasize key words in sentence
  - Learn how to correctly pronounce the child’s name
  - Help the child realize he is unique and special, exactly “as is”
  - Share
  - Link up English-speaking “partners” in noncompetitive games
Approaches that Encourage ELL Development

- Combine extensive and varied exposure to meaningful print
- Use explicit and systematic instruction in phonemic awareness
- Use explicit and systematic instruction in letter-sound correspondence
Cultural Differences

- Cultural differences will influence a child’s interaction.
- Multicultural education is essential.
  - Prepares children for a diverse society
  - Promotes communication despite differences
- Promote acceptance.
  - Provide cultural awareness activities
  - Utilize families as partners
Effective Practices of Early Childhood Educators

- Try to understand family traditions
- Seek to find common ground
- Believe that each child is welcome and precious
- Avoid making value judgments
English as a Second Language Programs

- Bilingual
- Transitional bilingual program
- Newcomer
- Developmental
- Two-way immersion
- Tutor-assisted
- Assessment necessary component
Families as Partners

Recognize that:

- Most families value education
- Literacy interactions take place in the home
- Many children are surrounded by literacy resources
- Peers offer literacy support to one another
Special Needs

- Two main categories for communication disorders (NAHSA)
  - Hearing disorder - inability to hear sounds clearly
  - Speech and language disorder - impact the way people talk and understand
    - Simple sound substitutions or the inability to use speech and language
Speech and Language Disorders

- Language delay
  - The cloistered child and the overstressed child

- Expressive and receptive language difficulties
  - Articulation, voice disorders, stuttering and cluttering, selective (elective) mutism
Consider Other Conditions

- Frequent crying
- Avid talkers and shouters
- Questioners
- Learning disabilities
Hearing

- One out of every 300 children born with permanent hearing loss.
- Undetected hearing loss can result in language delay and language deficits.
- Teachers must look for signs of hearing loss.
  - Distractibility
  - Inappropriate responses to questions
  - Complaints about ears
Help Is Available

- Locate your city’s speech and hearing centers and practitioners
- Other resources: health departments, medical institutions
- Provide support for all children regardless of their abilities
  - Delayed or advanced